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ABSTRACT

This first in a series of six learning modules on instructional evaluation is designed to give secondary and postsecondary vocational teachers help in identifying and establishing the criteria for student performance and relating these criteria to other steps in the instructional process. The terminal objective for the module is to establish student performance criteria while working in an actual school situation. Introductory sections relate the competency dealt with in this module to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required reading, self-check quiz, model answers, case study to critique, model critique, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on instructional evaluation are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (EM)

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ED149094

MODULE

D-1

Establish Student Performance Criteria

MODULE D-1 OF CATEGORY D—INSTRUCTIONAL EVALUATION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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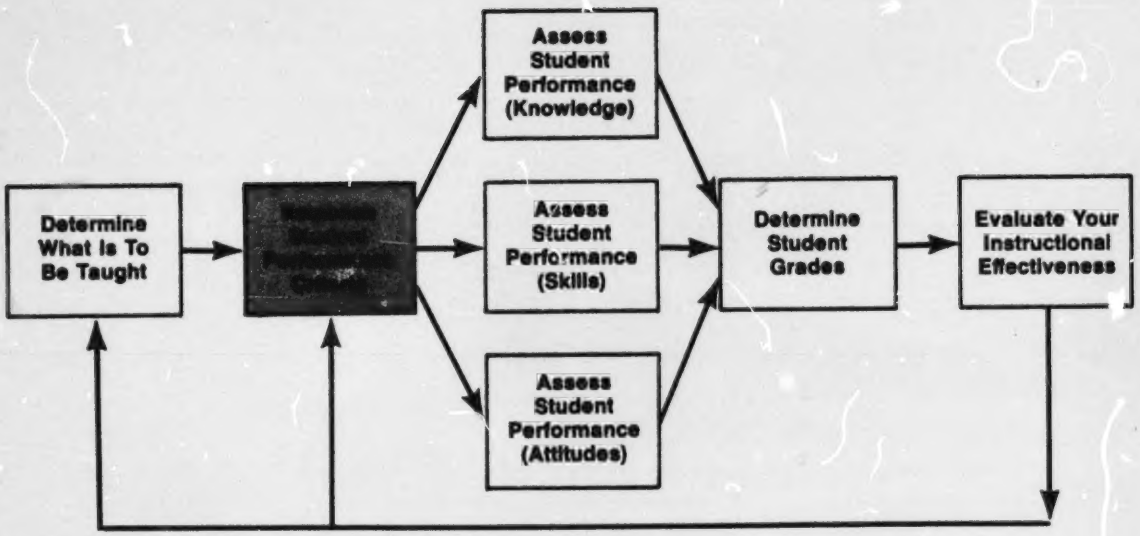

Assess Student Performance (Knowledge)
Determine What Is To Be Taught
Assess Student Performance (Skills)
Determine Student Grades
Evaluate Your Instructional Effectiveness
Assess Student Performance (Attitudes)

INSTRUCTIONAL EVALUATION PROCESS

INTRODUCTION

Vocational teachers are responsible for training vocational students for entry into, or to advance in, occupations. In order to meet this responsibility, you, as a vocational teacher, must come to grips with two key questions:

- What factors affect the level of performance that will be expected of students?
- What criteria (standards) should be used to measure whether the desired level of student performance has been achieved?

Establishing criteria for student performance is not an isolated task; it is a basic part of the instructional process. One of the first steps in this process is determining **what** should be taught. Then, by establishing student performance criteria, you have a basis for determining if a student has fulfilled program requirements at the desired level of competency. Measurement devices and techniques can be selected based on these criteria.

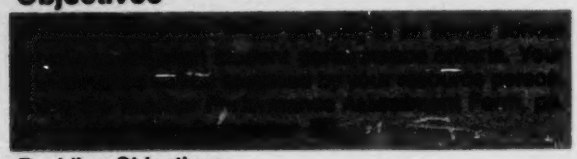
Finally, based on (1) **what** has been taught, (2) what **criteria** have been established, and (3) what **measurement devices** have been used, a grading system can be devised which indicates to students and school authorities how well students are performing in terms of the established criteria.

The process of student assessment and grading, in turn, gives you a means of feedback concerning your own effectiveness as an instructor. Using this feedback on student performance and teacher effectiveness, you can go back to step one and re-evaluate the adequacy and appropriateness of (1) the course content, (2) established criteria, and (3) measurement procedures. The whole process flows in a continuous cycle. A graphic illustration of this process is shown on p. 2.

This module is designed to give you skill in identifying and establishing the criteria which are central to this whole process. In addition, it will give you experience in relating these criteria to the other steps involved in the process.

ABOUT THIS MODULE

Objectives



Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the key factors involved in establishing criteria for student performance (*Learning Experience I*).
2. Given a case situation, establish partial criteria for student performance and identify additional information and sources needed to establish complete criteria for student performance (*Learning Experience II*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Vocational teachers experienced in establishing criteria for student performance with whom you can consult.

Learning Experience II

No outside resources

Learning Experience III

Required

An actual school situation in which you can establish student performance criteria.

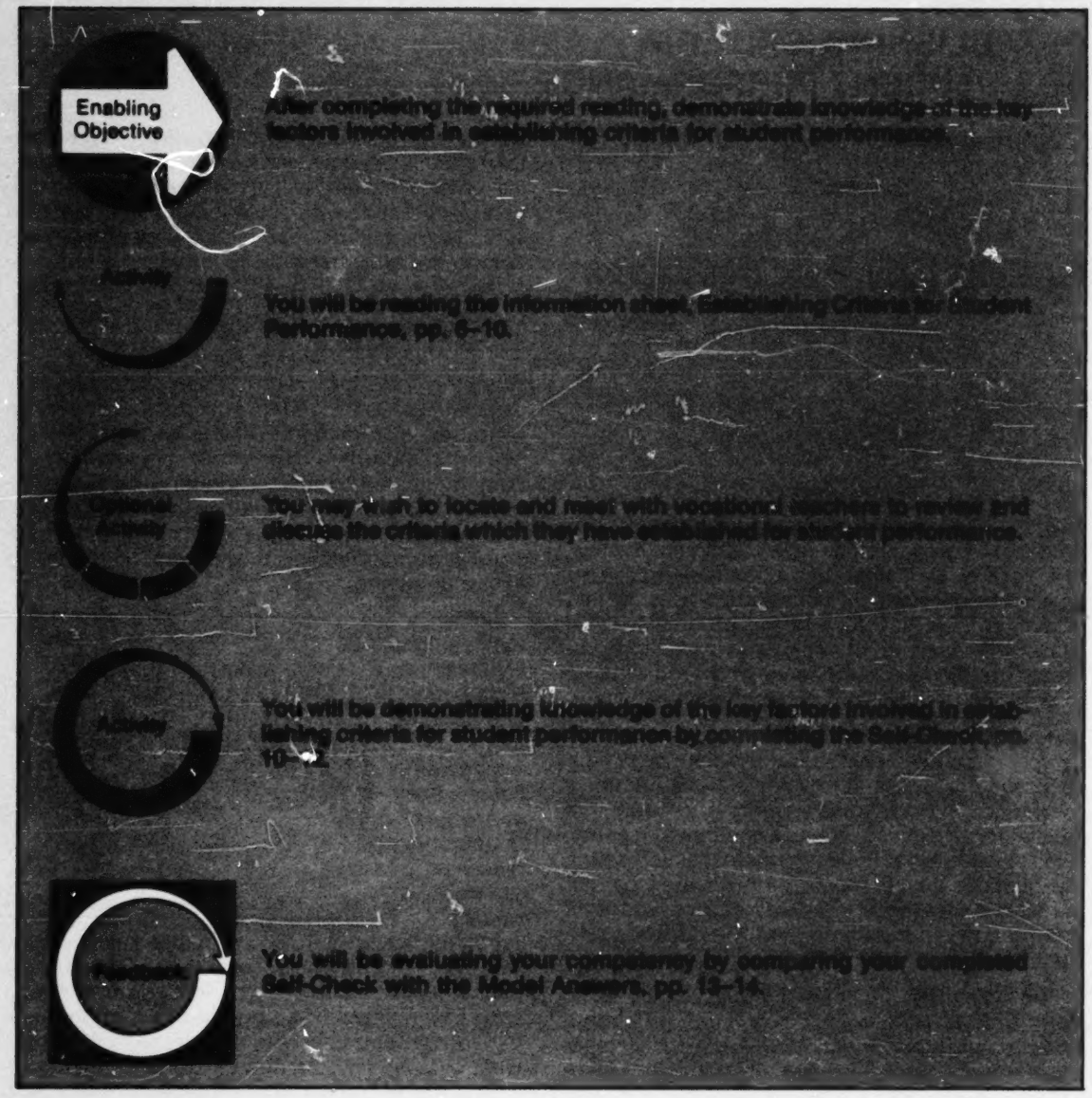
A resource person to assess your competency in establishing student performance criteria.

This module covers performance element number 139 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW


Enabling Objective
After completing the required reading, demonstrate knowledge of the key factors involved in establishing criteria for student performance.
Activity
You will be reading the information sheet, Establishing Criteria for Student Performance, pp. 6–10.
Optional Activity
You may wish to locate and meet with vocational teachers to review and discuss the criteria which they have established for student performance.
Activity
You will be demonstrating knowledge of the key factors involved in establishing criteria for student performance by completing the Self-Check on pp. 10–12.
Feedback
You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 13–14.

Activity

For information on the purposes for, and factors to be considered in, establishing criteria for student performance in a vocational education program, read the following information sheet:

ESTABLISHING CRITERIA FOR STUDENT PERFORMANCE

Criteria are standards. By comparing actual performance against established performance standards, one can determine how competent the performance is. By comparing a completed product against established product standards, one can determine how satisfactory the product is. In a sense, the products of vocational education programs are students—students who are prepared to enter and progress in occupations.

How can you be sure you have produced a quality cosmetologist, legal secretary, chef, ornamental horticulturist, dental hygienist, or automotive mechanic? In order to be assured of producing a satisfactory product, you, as a vocational teacher, need to establish criteria (standards) which define the qualities which should be possessed by students who meet your lesson objectives, your unit and course requirements, and the school's program requirements.

For the most part, these criteria already exist. Your task is not so much one of developing criteria, but rather one of identifying and compiling the standards that have already been established. These criteria may not always be readily apparent, easy to distinguish, or stated as criteria. To locate the criteria, you need to look at five factors: (1) societal factors. (2) vocational factors, (3) institutional factors, (4) students' personal factors, and (5) instructional factors.

You need not, and should not, attempt to identify and establish these criteria on your own. Involving students, advisory committee members, and other teachers in establishing criteria for student performance is an excellent way of helping to establish criteria that are realistic and on target. In addition, cooperating with other vocational teachers in establishing criteria ensures that your courses are compatible and interrelate to form a coherent program.

Societal Factors

Society in general has expectations for graduates of its secondary and post-secondary institutions. Implicit within these expectations are certain standards. For example, society may expect graduates to be contributing citizens of a democratic society. Additionally, society may desire that graduates be capable of thinking critically, of understanding themselves, or of coping with a changing society.

Society's expectations represent broad goals and are subject to change as society itself adapts and changes over time. These broad goals are probably not written down in black and white. However, through your own experiences as a member of this society, and through formal and informal contacts with other members of this society, you undoubtedly have a pretty clear picture of what society expects of its secondary and post-secondary schools. Other expectations that you may not be aware of should surface during your teacher training experiences.

Furthermore, at the national level are a number of educational bodies such as the U.S. Office of Education (USOE), the National Education Association (NEA), the American Vocational Association (AVA), and a number of associations specific to the various vocational service areas. These or-

ganizations also establish broad goals and objectives which, in turn, suggest standards by which schools should measure their graduates.

Vocational Factors

Another source of standards is the occupation or occupational cluster in which students are being prepared within your service area. Each occupation will usually have established entry-level standards. The standards may be in the form of licensing requirements for positions within specific occupations (e.g., cosmetologist, aircraft mechanic, dental auxiliary, etc.). The licensing requirements will include specific standards your students must meet if they are to be licensed.

Other standards can be identified by determining what a given occupation (or specific company) requires of its beginning workers. What level of performance at what level of reliability and at what speed does the occupation require for beginning workers? What is the nature of the tasks which the beginning worker will be required to perform? The answers to these questions can be found through reviewing job descriptions, occupational analyses, community surveys, and follow-up studies.

Job descriptions can be located in the *Dictionary of Occupational Titles* (DOT)[1] and the *Occupational Outlook Handbook*.[2] These descriptions are quite general, usually just briefly describing what an individual in that job does and knows, and what equipment he or she uses.

Occupational analyses[3] give more detailed information. The data in such an analysis is gathered via surveys asking workers and supervisors in a particular occupation what tasks are performed on the job. The result is a detailed and lengthy task list. Well-developed analyses will also have criteria

stated for each task. Occupational analyses are currently being prepared for many jobs listed in the DOT. They can be located through your State Department of Education, Division of Vocational Education, or through your local school district. In addition, The Center for Vocational Education has available a three-volume directory[4] which lists approximately 278 documents covering 600 - 700 occupations, and the sources of these documents.

Other sources of information include the community survey,[5] which generally contains information on what local employers expect of beginning workers, and the follow-up study.[6] The follow-up study gives information about how well your school's graduates measure up to existing occupational standards. If the school or district in which you are employed has conducted either a community survey or a follow-up study recently, these are excellent sources of information. By reviewing all the sources of licensing and occupational data previously mentioned, you can readily identify the standards specified for students' entry-level performance.

Institutional Factors

The criteria for student performance will be even further defined by the requirements of the institution by which you are employed and its community setting. Members of a community hold certain values and they generally expect the schools within the community to uphold those values and

1. U.S. Department of Labor, Bureau of Employment Security, *Dictionary of Occupational Titles*, Volume I or II, 1965. (**NOTE**: Updated editions of the DOT are published periodically.)
2. U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, Bulletin 1700, Current Edition.
3. To gain skill in conducting an occupational analysis, you may wish to refer to Module A-7, *Conduct an Occupational Analysis*.
4. *The Directory of Task Inventories* (Columbus, OH: The Center for Vocational Education, The Ohio State University, Vol. I—1974, Vol. II—1975, Vol. III—1976).
5. To gain skill in conducting a community survey, you may wish to refer to Module A-1, *Prepare for a Community Survey*, Module A-2, *Conduct a Community Survey*, and Module A-3, *Report the Findings of a Community Survey*.
6. To gain skill in conducting a student follow-up study, you may wish to refer to Module A-10, *Conduct a Student Follow-Up Study*.

to pass those values on to the students as part of the educational program. Thus, the community sets certain standards.

For example, an urban community may expect that students in a cooperative distributive education program will exhibit specifically defined dress and behavior patterns. A rural area may have different expectations of its DE students and, indeed, might object to urban standards as being inappropriate. Community standards tend to become embedded in the standards established by the school. These institutional expectations should, in turn, become part of the standards of performance you set for your students.

Further criteria can be derived from certain requirements set by the school or district itself. School policies will usually specify standards covering the following areas.

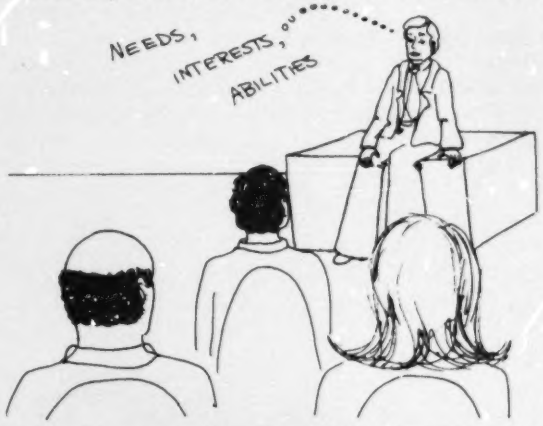
- How often must the level of student performance be reported? For example, a school may require that students get grade cards every six weeks.
- What symbols should be used in reporting the level of performance (e.g., percentages, letter grades, pass/fail, written evaluations, etc.)?
- What level of performance is represented by a certain grading symbol (e.g., A = 95–100%)?
- How many credit hours must a student earn to graduate in a given program?
- How many credit hours are assigned to each course?
- Which courses are required for graduation and which are electives?
- Are the standards for students to be absolute (criterion-referenced) or relative to the achievement of other students (norm-referenced)?
- Is student **effort** to be considered in establishing criteria?

There are other institutional factors related to the more physical constraints of the school: time, facilities, and personnel. The standards you establish for student performance must be realistic in terms of the number of staff, amount of time, and facilities available in your school.

In addition, the level of competency of the vocational program staff members will have to be considered in establishing criteria. You cannot, for example, expect a machine shop student to achieve a high level of accuracy on a worn-out lathe, or a dental auxiliary to be able to place a filling if that skill is beyond the instructor.

Students' Personal Factors

As might be expected, when you begin to establish criteria for **student** performance, you need to consider the needs, interests, and abilities of the students you will be teaching. The levels of competencies acquired to date by the students entering your course or program will also directly affect the criteria you establish. The level of student competence does not change the occupational standards set for the program, but it can affect the amount of time you allow for students to reach these standards, or the number of objectives you expect students to meet within a single course. For example, if criteria for student performance are established which assume that entering students have a background in basic math, and you find that students do not have this background, then those criteria must be modified to take this into account.



In addition, students' career goals should be considered. The criteria you establish should be set at a level such that students can reach these goals. Some of your students may plan to enter the job market through sub-occupations. Others may wish to be fully trained journeymen or technicians upon graduation. These goals should be recognized, and criteria should be set accordingly. If your standards fall below, or far exceed, the standards required in the occupations for which your students are being trained, then these standards should be changed.

Students' needs, interests, abilities, and career goals can be identified through a number of sources. Administering standardized tests, reviewing cumulative records, and discussing career goals with students on a formal and informal basis are all excellent devices for locating such information.[7]

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7. To gain skill in gathering needed student data, you may wish to refer to Module B–1, *Determine Needs and Interests of Students*, Module F–1, *Gather Student Data Using Formal Data-Collection Techniques*, Module F–2, *Gather Student Data Through Personal Contacts*, and Module F–3, *Use Conferences to Help Meet Student Needs*.

Instructional Factors

You probably have noticed that the factors discussed so far have become increasingly more specific—from the broad goals of society to the specific qualities of your students. The **instructional factors** determine the most specific criteria: program criteria, course criteria, unit criteria, and lesson criteria.

As you attempt to establish criteria, it is important to consider the broad factors such as societal goals, because the more specific criteria must be consistent with these broader purposes. However, it is the criteria you establish at the instructional level that are generally the most specific, and are the factors over which you have the most control as a teacher.

Ideally, a vocational **program** will be structured around a set of student performance objectives[8] which represent entry-level skills in an occupation or occupational cluster. As mentioned previously, these skills can be identified through an occupational analysis.

Assume that for a given program, 60 student performance objectives are identified. These objectives are then divided and grouped into **courses** depending on the length of the program, the logical clustering of competencies, and the logical sequence of competencies. Finally, very specific student performance objectives covering particular tasks are developed to shape **unit** and **daily** lesson plans.

Each student performance objective, if well-stated, will contain a **criterion** component. The criterion component of a well-stated student performance objective outlines the level of achievement the student must attain in order to satisfactorily complete that performance under the conditions outlined.

Thus, program objectives should include criteria describing the level of achievement students must reach to complete (and pass) the program successfully. For example, a business education program designed to train persons to be employed at the Clerk Typist III level, might include the following criteria.

- **Program Criteria:** (1) The minimum number of words to be typed per minute is 60, (2) the complexity of the material is to be straight manuscript typing, and (3) there are to be a maximum of three errors in a five-minute test.
- **Course Criteria:** At the end of the first course, students will be able to type (1) 35 words per minute, (2) of straight manuscript typing, (3) with six or less errors in a five-minute test.
- **Unit Criterion:** The student will be able to locate the position of (1) *all* letters and symbols on a standard typewriter keyboard, (2) with 100% accuracy.
- **Lesson Criterion:** The student will be able to type a given combination of letters 20 times without error.

In some schools, the objectives and criteria for all these levels will have been predetermined. In other schools, the program and course objectives and criteria will have been established, and you will be expected to generate unit and lesson objectives and criteria from those broader objectives.

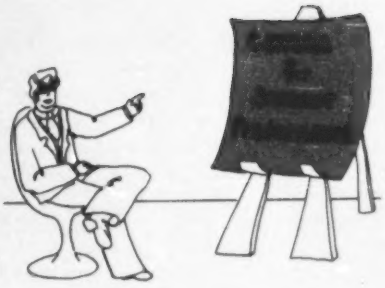
In still other schools, you will be expected to assist in the development of the objectives and criteria at all four levels. Regardless of who establishes these student performance objectives, once they are established, the criteria within them become part of your overall criteria for student performance.

It should be noted that if you are involved in a competency- or performance-based vocational education program, it should be especially easy to locate the instructional criteria. One of the key features of such programs is that criteria are spelled out in advance for each skill identified, and these criteria are made public to students and interested others.

At this point, you should have the information you need to develop a detailed list of the criteria for student performance you will use in your teaching.

8. To gain skill in developing student performance objectives, you may wish to refer to Module B–2, *Develop Student Performance Objectives.*

These criteria then serve as a basis for later decisions you will make regarding such questions as (1) what kinds of data need to be collected; (2) at what points should this data be collected; and (3) what kinds of testing techniques and devices will be used.



To summarize, the purposes of establishing criteria for student performance are (1) to ensure that students attain the required occupational competencies; and (2) to provide the basis for continuous—periodic and final—evaluation of the progress students are making toward development of those competencies.

You may wish to arrange through your resource person to meet with vocational teachers in your occupational specialty to review and discuss the criteria they have established for student performance, the factors they considered in establishing these criteria, the sources they used in identifying criteria, etc.

The following items check your comprehension of the material in the information sheet, Establishing Criteria for Student Performance, pp. 6–10.

SELF-CHECK

I. Essay:

Each of the four items below requires a short essay-type response. Please explain fully, but briefly.

1. Assume that a peer says to you, "Establishing criteria is just more educational busy work. I don't need to do all that to be an effective teacher." Describe what you could say to that peer to convince him or her of the importance of establishing criteria for student performance.

2. Assume that a peer says to you, "I've looked everywhere and I can't find an established list of societal goals. Anything that hard to locate can't be all that important." Describe how you could help this person identify societal goals and understand their importance in establishing criteria.

3. How can advisory committee members be of assistance to you in establishing criteria for student performance?

4. Assume you are trying to determine what skills and what level of skill are needed by beginning workers in the occupation(s) for which you are training your students. What sources and/or documents could you use to locate this information?

II. Identification:

Identify (underline) the **criteria** components of the following student performance objectives.

1. Following a demonstration of techniques for stitching heavy materials, students will stitch given materials so that they will pass inspection guidelines.

2. Upon completion of a unit on alternatives in careers, the students will have increased their awareness of options available to them, as demonstrated by their being able to identify 50 percent more of the opportunities on the post-test than on the pretest.

3. Students will define 90 percent of the editing symbols on a given list.

4. Given ten shafts with differing measurements, students will measure the diameter of each with a micrometer to within .001 inch of the instructor's measurement.

5. Students will change any cash register tape within two minutes so that the register is ready for tabulation.

Compare your written responses on the Self-Check with the Model Answers given below. For part I, your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points. For part II, your responses should exactly duplicate the model responses.

MODEL ANSWERS

I. Essay:

1. You need to explain to this peer that although establishing criteria involves work, it is **not** busy work (i.e., active, but valueless). There is a very real purpose and value in setting criteria for performance. If the training provided for vocational students is supposed to prepare them for employment in a particular occupation at a particular level, then it is vital to set guidelines to ensure that this goal is reached.

   Criteria for student performance serve this purpose. They provide the standards by which you can measure not only successful student performance, but also the effectiveness of your courses and your teaching.

2. The American public schools were established by American society to guarantee free education to all its citizens. In addition, the citizens in the society support these schools through their tax dollars. Therefore, it is critical that the criteria you establish for student performance reflect the goals and values of this society which is, in effect, your employer.

   If your peer has taken a teacher training course such as "Education in a Democracy," he or she should be able to identify some societal goals from that course content. By being a functioning member of society for more than 20 years, the peer should be able to identify the general goals of the society.

   The news media's coverage of educational issues, such as a judge's ruling that a male student has a right to grow his hair long, reflect other societal values. You need to explain to the peer that, although these societal standards are not written down in a single source, they can be readily identified with a little careful thought on his or her part.

3. The members of your occupational advisory committee or service area craft committee are members of the business community and the local community in general. As such, they can provide you with direction in establishing occupational performance standards and standards reflecting the community's goals for its students.

   They can provide information from their own personal experience and can usually help you locate additional sources of information. With their assistance, you can be more certain of establishing realistic criteria which reflect the standards students will actually be expected to meet upon employment.

4. Occupational standards can be identified through such sources as (1) your occupational advisory committee or service area craft committee, (2) other members of the business community who could employ your students, (3) occupational analyses, (4) community surveys, and (5) student follow-up studies. Your district vocational supervisor, fellow teachers, state department personnel, and library staff can help you locate additional sources.

II. Identification:

1. Following a demonstration of techniques for stitching heavy materials, students will stitch given materials so that they will pass inspection guidelines.

2. Upon completion of a unit on alternatives in careers, the students will have increased their awareness of options available to them, as demonstrated by their being able to identify 50 percent more of the opportunities on the post-test than on the pretest.

3. Students will define 90 percent of the editing symbols on a given list.

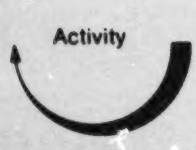
4. Given ten shafts with differing measurements, students will measure the diameter of each with a micrometer to within .001 inch of the instructor's measurement.

5. Students will change any cash register tape within two minutes so that the register is ready for tabulation.

LEVEL OF PERFORMANCE: For part I, your responses should have covered the same **major** points as the model responses. For part II, your responses should have been identical to the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing Criteria for Student Performance, pp. 6–10, or check with your resource person if necessary.

Learning Experience II

OVERVIEW



Assume you are a newly hired vocational teacher and you wish to establish criteria for student performance in the course you will be teaching. In the Case Situation described below is the information you have been able to gather so far. Please read this information and then respond, in writing, to the questions following the situation.

CASE SITUATION

You are a new vocational teacher in an area vocational school. Assume you were hired to teach the introductory course in a program in your own service area (e.g., if your service area is home economics, then you might wish to assume you were hired in the Food Service Supervision program to teach Introductory Food Service Management). Your course is the first part of a three-part sequence.

Your school is on a six-week grading schedule and letter grades are required. From discussions with the faculty members who are teaching the second and third parts of the sequence, you have learned that an occupational analysis has been done for your area. This analysis identified 300 student performance objectives necessary for entry-level competency in the occupation.

In addition, the faculty member who teaches the second part of the sequence complained to you that he/she has had to spend the first few weeks of his/her course each year reteaching basic materials for the students. Otherwise, the students are unable to deal with the new material.

- What criteria can be established on the basis of this preliminary information?
- What additional information will you need in order to establish criteria for student performance?
- What sources would you use to obtain the additional information needed?

Compare your completed written responses to the Case Situation with the Model Responses given below. Your answers need not exactly duplicate the model answers; however, you should have covered the same **major** points.

MODEL RESPONSES

On the basis of the preliminary information, you can establish that (1) you need to report grades every six weeks, and (2) the grades you report must be letter grades.

Based on the information, you know that yours is to be the introductory course in a three-course sequence, and that previously this introductory course has not adequately prepared students for the second course in the sequence. Thus, you need further clarification from the teachers of parts two and three of the sequence as to what their objectives are and what level they expect students to be at after completing your introductory course.

Secondly, you need to review the occupational analysis to determine which of the student performance objectives should be covered and to what level in your course.

Third, you need to identify societal and community standards expected of your students, including the standards set by the business community.

Fourth, you need to determine if the district or school has any further standards (beyond six-week grades using letter grades) which need to be considered in establishing criteria.

Fifth, you need to determine your students' needs, interests, abilities, and career goals.

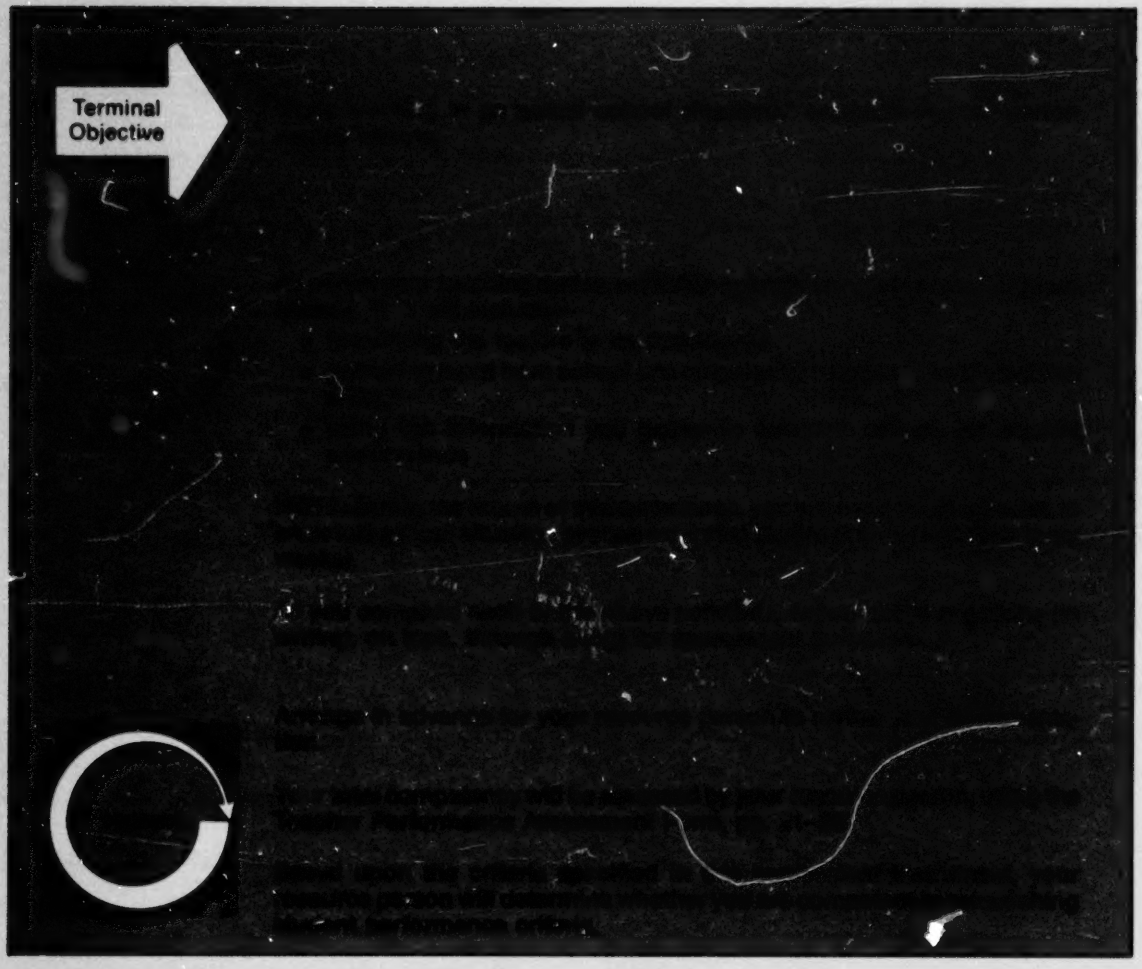
This information can be located through (a) discussions with fellow teachers and administrators, (b) review of the occupational analysis already identified, (c) review of additional occupational analyses, (d) discussions with your occupational advisory committee or service area craft committee, (e) administration of standardized tests to students, (f) review of students' cumulative records, (g) formal and informal discussions with students, and (h) formal and informal discussions with members of the community.

LEVEL OF PERFORMANCE: Your completed answers should have covered the same **major** points as the model answers. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Establishing Criteria for Student Performance, pp. 6–10, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE



* For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Establish Student Performance Criteria (D–1)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher gathered needed information on each of the following factors:						
1. societal factors	☐	☐	☐	☐		
2. vocational or occupational factors	☐	☐	☐	☐		
3. institutional factors	☐	☐	☐	☐		
4. students' personal factors	☐	☐	☐	☐		
5. instructional factors	☐	☐	☐	☐		
The teacher established criteria based on each of the following factors:						
6. societal factors	☐	☐	☐	☐		
7. vocational or occupational factors	☐	☐	☐	☐		
8. institutional factors	☐	☐	☐	☐		
9. students' personal factors	☐	☐	☐	☐		
10. instructional factors	☐	☐	☐	☐		
The teacher gathered input from the following sources in establishing criteria:						
11. personal knowledge of the occupation and acceptable standards	☐	☐	☐	☐		
12. vocational faculty members	☐	☐	☐	☐		
13. occupational advisory committee or service area craft committee	☐	☐	☐	☐		
14. students	☐	☐	☐	☐		
15. follow-up studies	☐	☐	☐	☐		
16. occupational analyses	☐	☐	☐	☐		
17. community surveys	☐	☐	☐	☐		

	N/A	None	Poor	Fair	Good	Excellent
The established criteria were:						
18. consistent with the factors identified	☐	☐	☐	☐		
19. clearly stated	☐	☐	☐	☐		
20. concrete and specific enough to provide evaluation guidelines	☐	☐	☐	☐		

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevent.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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